

**Standard V Program Re-approval Template**  
Submit completed form to your liaison by June 1, 2009.

Institution: *University of Washington Bothell*

Date: *June 1, 2009*

Dean/Director: *Linda Watts, PhD*      Signature \_\_\_\_\_

PEAB Chair: *Tim Parnell*      Signature \_\_\_\_\_

**What would be the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals?**

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| <b>A.      Content driven.</b><br><br>All students develop understanding and problem-solving expertise in the content areas, | <p>In-depth subject matter content for candidates in the K-8 program is covered throughout our program in both methods courses (KTA) and also foundational courses. In all KTA courses, faculty focus on covering content while also modeling pedagogy.</p> <p>The program itself offers a rigorous sequence of coursework that has been aligned with the State's student learning goals, endorsement competencies, and the Essential Academic Learning Requirements. Coursework includes KTA (Knowledge, Teaching, Assessment) courses in each of the basic curriculum areas, plus technology, special education, multiculturalism, instructional design, health, and working with families, as well as foundational courses on the contexts of schooling and the role of a professional educator. In the Secondary Program, the course Curriculum, Instruction, and Assessment in the Content Areas offers similar in-depth coursework. Skills as well as knowledge in each of these areas are further reinforced through the extensive field work, as interns apply their own knowledge to efforts to produce growth in their students. KTA course assignments (evident in Professional Development Guidelines in Program K-8 Handbook, pp. 22-28 and Secondary Handbook, pp. 18 - 24) are linked with fieldwork to enable candidates to explore the learnings from these courses in the context of their field placement classrooms.</p> |
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| <p>...using reading, written and oral communication,</p> | <p>During their student teaching quarter, candidates are assessed on their “accurate knowledge of content” in section #6, C of the Performance-Based Pedagogy Assessment.</p> <p>The UWB Teacher Certification Program provides candidates with solid preparation in the foundations of education. Our courses are carefully sequenced to offer instruction in the moral, social, and political dimensions of classroom, teaching, and schools. In the K-8 program, BEDUC 405, Contexts of Learning and Schooling, focuses on major themes of historical, legal, political, ethical, social, and fiscal contexts of schooling in American society. Lesson plans and final papers written in BEDUC 408, Multicultural Education and Social Studies, show candidates' understanding of equitable pedagogy. In the Secondary program, final papers in BEDUC 501, Teachers Self Knowledge, and in BEDUC 504, reflect this same type of understanding as candidates conduct research on questions raised during the courses and how they intend to improve the academic lives of the middle and high school students with whom they will be working. The course on Adolescent Development in the Secondary Program also includes extensive foundational information.</p> <p>In the K-8 Teacher Certification Program, the two-quarter literacy methods course sequence addresses the development of instructional strategies in a direct manner by incorporating an in-class practicum into most class sessions. Approximately sixteen of twenty class sessions are conducted at a nearby elementary school, and a practicum time for teacher candidates to work with students is built into the class schedule. In BEDUC 409, teacher candidates work with kindergarten and primary-grade students; in BEDUC 410, they work with intermediate-grade students. This practicum-oriented model allows us, as the instructors, to emphasize connections between readings, course content, field experiences, and work with individual children in practicum settings. The goal is to develop an understanding of the importance of knowing, assessing, and teaching the individual child and also to transform content area knowledge in literacy into pedagogical content knowledge necessary for effective literacy instruction.</p> <p>In BEDUC 409 (for K-8 candidates), for example, a major course project is the implementation and analysis of the Emergent Literacy Profile (ELP), an individually-administered assessment of emergent literacy skills such as phonemic awareness, book handling and concepts of print, basic phonics knowledge, and emergent writing skills. Each teacher candidate administers the ELP to a kindergarten "buddy" as part of the in-class practicum. This assessment is closely aligned with readings on emergent literacy (Fox, 2008; Teale &amp; Sulzby, 1999) and with in-class discussions and online journal entries exploring these topics. The instructors model how to administer the assessment and interpret the</p> |
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results. Teacher candidates then take the ELP data, design an activity at the appropriate instructional level, and implement the activity with their buddies. We complete the exercise by assessing the effects of our lessons and determining recommendations for future instruction. Students turn in a formal write-up of the experience, including a reflection and a summary of ELP findings to be shared with the child's teacher. This project completes the cycle of assessment, instruction, and reflection, and is closely tied to major course concepts.

In BEDUC 410 (for K-8 candidates), the process works in a similar fashion, but in terms of an older student and the five elements of reading as identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, comprehension, and vocabulary. Working with students over a series of informal reading conferences, teacher candidates gather assessment data on each of these areas, usually focusing on comprehension and vocabulary as appropriate for students at these grade levels. As with the ELP project, practicum activities are closely aligned to course readings and discussions, so that teacher candidates are essentially seeing theory in practice at the individual-child level. Teacher candidates, with guidance, use conference data to design and implement a lesson based on the needs of their buddies. This project also concludes with a formal write-up and reflection, again reinforcing the cycle of assessment, instruction, and reflection at the level of the individual learner.

BEDUC 410 also includes a project implemented at candidates' field placements. This project, shared or guided reading lessons and reflection, encourages students to make connections between course readings on comprehension skills and strategies and a small group of students in their field placement classrooms. Emphasis is on connecting theory to practice and the transformation of content knowledge of literacy into pedagogical content knowledge for instruction.

Instruction and assessment in writing is also a part of the two-quarter literacy series. During the fall quarter, K-8 candidates experience writing instruction and the writing process by creating their own literacy vignettes which are electronically published. K-8 candidates also experience assessing children's literacy development with their elementary school buddies.

In the K-8 certification program, practicum-related projects in both BEDUC 409 and 410 allow candidates to experience working with students with a range of needs. In BEDUC 409 candidates assess kindergarten "buddies" on-site at the elementary school where our literacy class is taught. Using a modified "Early Literacy Profile" (used by permission from Houghton Mifflin), K-8 candidates assess kindergartners' phonemic and phonological awareness, concepts about print, comprehension, emergent writing ability and alphabetic knowledge. They then develop lessons specifically based on their assessment of the students. Because we work with all of the students in a given classroom and utilize

both small and large group discussions, candidates have an opportunity to learn about assessing and instructing students across a wide range of abilities, including those children with specific disabilities and those who are new to the English language. BEDUC 409 also provides an opportunity for candidates to use running records and individual reading conferences to assess "just right" text levels for first and second grade children. Both of these experiences are scaffolded through course readings (e.g. Fox, 2008; Routman, 2003; supplemental readings), instructor modeling and feedback, and classroom discussion. These learning experiences are designed to demonstrate to candidates the crucial link between assessment, the development of learning goals, and instruction. We want candidates to become "adaptive teachers" (Duffy, 2004), those who can recognize and meet the needs of individual children in a variety of contexts.

BEDUC 410 offers candidates the opportunity to work with a 5th or 6th grade buddy over an extended period of 6-7 meetings in order to assess literacy development. The focus here is assessment and instruction of five of the essential components of reading ability identified by the National Reading Panel as appropriate for intermediate learners (Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency) plus language and writing. Prior to academic year 2007-2008, we used the Qualitative Reading Inventory (Leslie & Caldwell, 2006) as our major text for the assessment of intermediate students' reading ability. As reflected in our course evaluations, the move to teach our course on site at an elementary school and the addition of a regular practicum experience during the class itself, meant that we did not have time to appropriately scaffold the administration of the QRI. As a result, our candidates' understanding of assessment and instruction issues for intermediate students was hindered. We have since modified this experience so that candidates work with their buddies using structured conferences with specific assessments (e.g. miscue analysis, fluency assessments, retellings and comprehension questions to assess reading ability. This approach is easier for us to scaffold, gives candidates experience with readily usable classroom-based assessments, and promotes an understanding of the importance of targeted instruction. As in BEDUC 409, candidates develop specific lessons based on the assessments of their buddies. Large and small group discussion again give candidates the opportunity to learn about a wide range of reading issues. This project is also supported by course readings (Routman, 2003; Tovani, 2000, supplemental articles), and instructor modeling and feedback.

Secondary: This is addressed at the program level in the IMAGINE Camp in the summer and in the field placements as well as in Curriculum, Instruction, and Assessment courses in the content areas.

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| <p>...and technology.</p>   | <p>Responding to the growing need for instruction in technology for our candidates, we have reconfigured our program to address this concern. In the K-8 program, BEDUC 437: Current Issues in Technology was introduced in the fall of 2003, and has been taught during fall, winter, and some summer quarters ever since. Instead of letting the instruction stand alone, however, the courses were connected to assignments in other courses. For example, during the fall (or summer) quarter, K-8 candidates launched their electronic portfolios which would be finalized in the spring, as part of BEDUC 425. Assignments from most other courses utilize technology as well – several are itemized in the Course Evidence Chart.</p> <p>In both the K-8 and Secondary programs, candidates have held Blackboard conversations, produced websites, researched from the web, contributed to class wikis and blogs, and surveyed relevant software. Candidates must also meet criteria 5G and 8G of the Professional Pedagogy Instrument, providing evidence that they plan for, utilize, and teach technology to their students. In BEDUC556: Adolescent Development, candidates in the Secondary program develop a digital story on an issue on adolescent development.</p> <p>Our candidates are well prepared to encounter the impact of technological and societal changes on schools. They have had carefully sequenced coursework in technological innovations and societal changes and have seen their impact in their school placements. Technology has allowed their students to be directly connected with worldwide venues and issues, has provided instant communication, and is contributing to most every facet of their students' lives.</p> <p>In the K-8 Teacher Certification Program, coursework in which these issues are explored include the following: BEDUC 417 explores new ways for communicating with families; BEDUC 419 provides experiences in linking mathematics curriculum with a virtual manipulative website; Homelinks in BEDUC 421 allow candidates to engage students and their families in environmental education experiences through the world wide web; and BEDUC 408 examines ways that teachers use data from a variety of cultures to illustrate key social concepts. In addition, field assignments in each of these courses and others provide opportunities for interns to witness the impact of these changes on their students. In the Secondary Teacher Certification Program, candidates explore these issues in BEDUC 502: Teacher Self Knowledge and in BEDUC 566: Education and Technology.</p> |
| <p><b>B. Aligned with curriculum standards and outcomes.</b> All students</p> | <p>Candidates in the K-8 and Secondary Teacher Certification Programs have a thorough working knowledge of the state learning goals and essential academic learning requirements. They learn the history of the development of the learning goals, stemming from the Governors' Council and now</p>  |

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| <p>know the learning targets and their progress towards meeting them.</p>  | <p>displayed on plaques in the hallways of their schools. They encounter the EALRs on the syllabi of their courses, in required readings and other assignments; they learn in all methods courses to incorporate them into lesson plans that are assessed by course instructors, field supervisors/clinical faculty, and the PPA; they learn to assess students' learning of EALRs and GLEs.</p> <p>In the fall course BEDUC 416: Instructional Design, candidates in the K-8 program learn to write comprehensive lesson plans, which include learning goals and EALRs, and they are required to incorporate them into plans for all lessons that are observed during winter and spring quarters. During their KTA (Knowledge, Teaching, Assessing) methods courses, students in both programs develop additional lessons, again with attention to goals and EALRs. Several course assignments include the development of lessons, many of which the candidates field-test in their placement classrooms.</p> <p>In the secondary program, candidates acquire information about goals and EALRs primarily through their coursework in the summer IMAGINE series of environmental education camps – one of the unique features of the Secondary Teacher Certification program, in the Curriculum, Instruction, and Assessment in the Content Areas, and in their field placements in the schools.</p> |
| <p><b>C. Integrated across content areas.</b> All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p> | <p>IMAGINE is an interdisciplinary educational day camp for middle and high school students. Candidates in the Secondary Teacher Certification Program design and teach the interdisciplinary curriculum, and this experience serves as their first field experience.</p>   |

## 5.2

### What would be the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching?

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| <p><b>Description of Practice:</b><br/><i>Teacher candidates use instructional strategies to develop critical thinking, problem solving, application and understanding of curricular content.</i></p> | <p>All candidates are assessed using the PAI.</p> <p>In the K-8 Teacher Certification Program, the two-quarter literacy methods course sequence addresses the development of instructional strategies in a direct manner by incorporating an in-class practicum into most class sessions. Approximately sixteen of twenty class sessions are conducted at a nearby elementary school, and a practicum time for teacher candidates to work with students is built into the class schedule. In BEDUC 409, teacher candidates work with kindergarten and primary-grade students; in BEDUC 410, they work with intermediate-grade students. This practicum-oriented model allows us, as the instructors, to emphasize connections between readings, course content, field experiences, and work with individual children in practicum settings. The goal is to develop an understanding of the importance of knowing, assessing, and teaching the individual child and also to transform content area knowledge in literacy into pedagogical content knowledge necessary for effective literacy instruction.</p> <p>In BEDUC 409 (for K-8 candidates), for example, a major course project is the implementation and analysis of the Emergent Literacy Profile (ELP), an individually-administered assessment of emergent literacy skills such as phonemic awareness, book handling and concepts of print, basic phonics knowledge, and emergent writing skills. Each teacher candidate administers the ELP to a kindergarten "buddy" as part of the in-class practicum. This assessment is closely aligned with readings on emergent literacy (Fox, 2008; Teale &amp; Sulzby, 1999) and with in-class discussions and online journal entries exploring these topics. We the instructors model how to administer the assessment and interpret the results. Teacher candidates then take the ELP data, design an activity at the appropriate instructional level, and implement the activity with their buddies. We complete the exercise by assessing the effects of our lessons and determining recommendations for future instruction. Students turn in a formal write-up of the experience, including a reflection and a summary of ELP findings to be shared with the child's teacher. This project completes the cycle of assessment, instruction, and reflection, and is closely tied to major course concepts.</p> <p>In BEDUC 410 (for K-8 candidates), the process works in a similar fashion, but in terms of an older student and the five elements of reading as identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, comprehension, and vocabulary. Working with students over a series of informal reading conferences, teacher candidates gather assessment data on each of these areas, usually focusing on comprehension and vocabulary as appropriate for students at these grade levels. As with the ELP project, practicum activities are closely aligned to course readings and discussions, so that teacher candidates are essentially seeing theory in practice at the individual-child level. Teacher candidates, with guidance, use conference data to design and implement a lesson based on the needs of their buddies. This project also concludes with a formal write-up and reflection, again reinforcing the cycle of assessment, instruction, and</p> |
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| <p><i>They differentiate instruction to meet individual needs and use content knowledge to inform instructional practice.</i></p> | <p>reflection at the level of the individual learner.</p> <p>BEDUC 410 also includes a project implemented at candidates' field placements. This project, shared or guided reading lessons and reflection, encourages students to make connections between course readings on comprehension skills and strategies and a small group of students in their field placement classrooms. Emphasis is on connecting theory to practice and the transformation of content knowledge of literacy into pedagogical content knowledge for instruction.</p> <p>Instruction and assessment in writing is also a part of the two-quarter literacy series. During the fall quarter, K-8 candidates experience writing instruction and the writing process by creating their own literacy vignettes which are electronically published. K-8 candidates also experience assessing children's literacy development with their elementary school buddies.</p> <p>Responding to recommendations from alumni surveys and to those from the OSPI site visit report of February, 2004, the Education Program added a required course on special education. BEDUC 491, Special Topics: Special Education was required of all students in the fall of 2006. The current syllabus on this course explains a focus on the fourteen federally defined disability categories, on the demographic and functional characteristics of children with various disabilities, and on the ways in which differences in children's cognitive, social, emotional, physical, neurological and sensory development affect their success in school. Students in the course also discuss procedures for referral, identification, and placement, as well as differentiation of instruction, legislation, support services, and the teacher's role and responsibilities.</p> <p>The Course Evidence Chart shows that this is not the only course which provides information and training in this area. Accommodation for special needs is required in all lesson plans developed in BEDUC 416 and utilized in field assignments. Differentiation of instruction is stressed in KTA courses and is required reading in BEDUC 425 and 416. Interns in BEDUC 417 gain an overview of FERPA as it relates to special education. In BEDUC 423, interns study such physical conditions as asthma, allergies, and sensory or orthopedic challenges. Field Supervisors invite special educators to be guest speakers in their field seminars, and interns gain everyday experience with these educators as they work with children in their classroom placements. There have been several instructors who have taught the 425 Seminar, and each one has brought her own special emphasis and expertise.</p> <p>In a broader sense of special mental challenges, our program also accommodates the English Language Learner, the struggling reader, and cultural differences which can cause difficulties for children in the general education classrooms. In this way, we aim to facilitate the success of <b>all</b> children in our schools. Examples of these accommodations are included in the Course Evidence Chart.</p> <p>At the Secondary Program level, students are required to use a format for planning lessons and units that breaks objectives into four categories (cognitive, academic, language, and socio/cultural) and their lesson and unit plans must include a category modifications/adjustments for meeting the diverse needs of students.</p> |
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|  | <p>Candidates in our program are extremely well prepared in human developmental theory and have many opportunities to examine theory in experiential venues. They come to understand how children learn, what conditions contribute or impede this process, the various factors influencing the learning of adolescents, and how children with "special needs" may learn differently than the "norm."</p> <p>Coursework in this area includes readings by Piaget, Dewey, and Vygotsky, by Harter, Beck, and Gay, and by Hallahan and Kauffman. Candidates also hold interviews with children of all ages, build lessons based on their understandings, and use field experiences to witness the "match" and the occasional "mismatch" between theory and practice.</p>  |
| <p>Criteria - <i>Teacher candidates positively impact student learning that is:</i></p>  |   |
| <p><b>A. Informed by standards-based assessment.</b><br/> All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.<br/> <i>They apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine</i></p> | <p>Assessment of all types is as paramount to the success of a teacher candidate as it is to the successes of their students. With this conviction, UWB weaves assessment strategies throughout our entire teacher certification programs. Candidates learn to assess their own learning, in peer- and self-evaluative exercises; they assess their students' learning in every lesson they teach; they assess the lesson itself for effectiveness in reaching all learners; they assess their positive impact on student learning; and they assess resources, such as texts and websites.</p> <p>One of the guiding questions of our program is "What did they learn? and How do you know?" Candidates are continually asked to provide proof of their students' learning. To show evidence of candidates' positive impact on student learning, they produce reading analyses, read-aloud reflections, science notebooks, and math evaluations, many of which are found in their Final Portfolio section, "Positive Impact on Student Learning." Throughout courses requiring lesson plans for use in classroom field placements, candidates explore strategies such as</p> <p>In the K-8 program, assessment of special needs is addressed in BEDUC 491: Special Education, as candidates learn to identify disabilities, monitor progress, and use curriculum-based measurement for alternative assessments. They also look closely at one child with a disability and to document innovative or creative interventions used by the classroom teacher. The format of all lessons and unit planning for the Secondary Program requires candidates to have and to assess student learning objectives in four categories (cognitive, academic, language, and socio-cultural).</p> |

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| <p><i>effectiveness of instruction, and modify teaching practices based on assessment results.</i></p>               |  |
| <p><b>B. Intentionally planned.</b><br/>All students benefit from standards-based planning that is personalized.</p> | <p>The UWB Teacher Certification Program is strongly based in experience and the research from which it grows and to which it adds, with the intent of teaching the whole child. Our faculty continually models activities and projects that engage candidates in hands-on learning, whether it be in the science lab or the elementary school classroom. In this way, candidates come to feel the excitements and frustrations of learners in similar situations and learn first-hand some effective strategies for reaching all students.</p> <p>This criterion crosses many other standards and evidence is found in many courses, in our Handbook, Conceptual Framework, and Professional Development Guidelines. There are countless examples of ways that these principles are put into practice in our program. This criterion was creatively addressed when four elementary teachers, participants in the two-week SEED Institute the preceding summer, brought their classes to campus twice for lessons in recycling and composting, particularly in the use of worm bins. The IMAGINE Camp field component of the Secondary Teacher Certification Program <i>is</i> experience-based learning. Candidates teaching that camp were responsible for planning and teaching the curriculum and had to make revisions to ensure it met the needs of the students who attended.</p> <p>Written coursework includes the final paper on adolescent development in BEDUC 556, the emergent literacy profile of a student in BEDUC 409, and the arts-related resource notebook in BEDUC 413.</p> <p>We also welcome outside speakers to our program regularly. As part of our Education Program's Fifteenth Anniversary Celebration, Dr. Linda Darling Hammond's talk was titled, "Teaching for the 21st Century: What It Will Take to Leave No Child Behind." (See <i>Reflections</i> Newsletter.) Dr. Andrew Shouse, invited to present at our 2008 winter quarter Lecture Series, offered the topic, "Incorporating the Science of Learning in STEM Teaching and Learning: Cross-cutting Themes in National Research Council Reports."</p> <p>Our candidates have extensive opportunity to plan and manage their skills in instructional design. Nearly all courses include assignments of lesson plan development. In Catalyst follow-up surveys, K-8 alumni often comment on the value of writing this many instructional plans (Cohort 4). Included in these plans are a solid knowledge of content (seen in the "Instructional Activities" section), of the community (in the IA and in many of the "Enrichment" portions) and of curriculum goals (in the "Objective/Learning Target," the "Standards," and the "Assessment" sections). One alum reported, "I was totally prepared in using the EALRs in the designing of lesson plans" (Cohort 4).</p> <p>These three elements -- content, community, and curriculum goals -- are addressed in several ways. In addition to the lesson plan format's sections specific to curriculum goals, objectives, and standards, the</p> |

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|   | <p>PPA specifies that assessment of learning targets' will match to EALRs and state learning goals, and also asks for knowledge of students' families and communities.</p> <p>Among the admission requirements to our program are: a baccalaureate degree, WEST-B scores (see chart), documentation of substantive academic breadth in the subject areas, and a GPA of 3.0 or above (see chart). Faculty in our program emphasize the importance of mastery in all subject areas, and every KTA ("Knowing, Teaching, and Assessing") course contains an field-based assignment based on its content area. These courses stress instructional methodologies as well as subject area content. The content area, community, and curriculum goals were uniquely blended when four elementary teachers, participants in the two-week SEED Institute the preceding summer, brought their classes to campus for a lesson in recycling and composting, particularly in the use of worm bins.</p>   |
| <p><b>C. Influenced by multiple instructional strategies.</b><br/>All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> | <p>Our program is committed to preparing future teachers who are dedicated to educating diverse students. Candidates engage in focused course work in multicultural education. Their study is complemented by courses in pedagogy that stress the ways in which curriculum and instruction can respond to differences in student learning as well as differences between students themselves. Field placements are designed to give candidates experiences in several different settings and grade levels where they can encounter the wide variations among school cultures and classroom environments.</p> <p>Through readings, class assignments, field observations, and group discussions, our candidates become increasingly aware of the diversity among students and the impact of differences in racial and ethnic backgrounds, social class, and gender. They also come to recognize that the resources within schools and the economic opportunities extended to individual students can be vastly different and can sometimes be inequitable or even unfair. They learn to take these conditions into account as they draw on their knowledge and skills to develop lessons that will enable all students to meet appropriate learning goals and perform adequately on assessments.</p> <p>In addition, there are numerous additional experiences that supplement their coursework, such as those listed in the Course Evidence Chart.</p> <p>In March, 2007, the program sponsored an evening lecture and half day workshop for teachers, candidates, field instructors, and UWB faculty and staff, who came together to hear Guadalupe Valdes address the challenges of working with students who do not speak English as their first language. That year, the Supervisory Group of Field Instructors and faculty had held an ongoing book study of Ms. Valdes' book, <i>Con Respeto</i>.</p> <p>There is a required component In the Secondary Program on the lesson and unit planning form that addresses diverse needs of students. Candidates develop lessons that differentiate instruction based on students' needs, that use authentic assessment strategies, and that integrate curriculum with other content areas.</p> <p>Acknowledging the challenge of accommodating special needs learners into the regular classroom, we</p> |

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|  | <p>invited Amy Vujovich, Director of Student Services for the Shoreline School District, to be our keynote speaker on the Professional Development Day, November 7, 2008.</p> <p>Our students also heard from the reknowned sociologist James Loewen, a presenter in the Fall, 2006 Lecture Series. His groundbreaking surveys of American history texts have opened their eyes to their “embarrassing blend of bland optimism, blind nationalism, and plain misinformation” (his website).</p> <p>The Worthington Multicultural Literature Database was launched in the autumn of 2007 at the Celebration of the 15th Anniversary of the Education Program. This resource, offering annotations of K-12 books with multicultural themes and accompanying lesson plans, continues to be compiled by interns.</p>  |
| <p><b>D. Informed by technology.</b><br/>All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p> | <p>Responding to the growing need for instruction in technology for our candidates, we have reconfigured our program to address this concern. In the K-8 program, BEDUC 437: Current Issues in Technology was introduced in the fall of 2003, and has been taught during fall, winter, and some summer quarters ever since. Instead of letting the instruction stand alone, however, the courses were connected to assignments in other courses. For example, during the fall (or summer) quarter, K-8 candidates launched their electronic portfolios which would be finalized in the spring, as part of BEDUC 425. Assignments from most other courses utilize technology as well – several are itemized in the Course Evidence Chart.</p> <p>In both the K-8 and Secondary programs, candidates have held Blackboard conversations, produced websites, researched from the web, contributed to class wikis and blogs, surveyed relevant software, and created electronic portfolios. Candidates must also meet criteria 5G and 8G of the Professional Pedagogy Instrument, providing evidence that they plan for, utilize, and teach technology to their students. In BEDUC556: Adolescent Development, candidates in the Secondary program develop a digital story on an issue on adolescent development.</p> <p>In addition, faculty and candidates use digital media for their own engagement in professional communities -- for digital networks, blogs, and collaborative planning via wikis.</p> <p>Our candidates are well prepared to encounter the impact of technological and societal changes on schools. They have had carefully sequenced coursework in technological innovations and societal changes and have seen their impact in their school placements. Technology has allowed their students to be directly connected with worldwide venues and issues, has provided instant communication, and is contributing to most every facet of their students' lives.</p> <p>In the K-8 Teacher Certification Program, coursework in which these issues are explored include the following: BEDUC 417 explores new ways for communicating with families; BEDUC 419 provides experiences in linking mathematics curriculum with a virtual manipulative website; Homelinks in BEDUC 421 allow candidates to engage students and their families in environmental education experiences through the world wide web; and BEDUC 408 examines ways that teachers use data from a variety of</p> |

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|  | cultures to illustrate key social concepts. In addition, field assignments in each of these courses and others provide opportunities for interns to witness the impact of these changes on their students. In the Secondary Teacher Certification Program, candidates explore these issues in BEDUC 502: Teacher Self Knowledge and in BEDUC 566: Education and Technology. |
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## 5.3

**What would be the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts?**

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| <p>Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i></p>                          |   |
| <p><b>A. Learner centered.</b><br/>All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> | <p>Our candidates learn to apply countless strategies for enabling all students to fulfill their potential as learners. Through extensive coursework, candidates learn how to reach students at all academic levels, all intelligences and learning styles, all interests and talents. They also learn how to include attention to a child's culture and gender in their plans for instruction. One K-8 alumna in Cohort 4 remarked, "All program activities that were 'hands-on' practical experiences were excellent. I applied most of my 'real' teaching experience in my new job."</p> <p>Students with special needs are included in candidates' concern and careful attention is given in BEDUC 491, Special Education, to differentiated instruction to ensure the success of <b>all</b> children in general education classrooms.</p> <p>In the Secondary Program, meeting the diverse needs is included in 556 Adolescent Development. The legislation related to special education (IDEA and Section 504 of the Rehabilitation Act, <i>Brown vs Board of Education</i>) and the content and use of IEPs are included in Curriculum, Instruction, and Assessment in the Content Areas. These courses also include strategies and responsibility for making accommodations for English language learners. Candidates receive ten hours of instruction on substance and child abuse and mandated reporting during their first field experience.</p> <p>Many assignments listed in the sections of "Children in Context" and "Curriculum and Instruction" in the Professional Development Guidelines of each Handbook are in support of this criterion.</p> <p>In addition to coursework, the program also offers opportunities for candidates to learn from outside speakers and experiences. In March, 2007, the program sponsored an evening lecture and half day workshop for teachers, candidates, Field Instructors, and UWB faculty and staff, who came together to hear Guadalupe Valdes address the challenges of working with students who do not speak English as their first language. That year, the Supervisory Group of field instructors and faculty had held an ongoing book study of Ms. Valdes' book, <i>Con Respeto</i>.</p> |

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|   | <p>The Worthington Multicultural Literature Database was launched in the autumn of 2007 at the Celebration of the 15th Anniversary of the Education Program. This resource, offering annotations of K-12 books with multicultural themes and accompanying lesson plans, continues to be compiled by interns.</p>   |
| <p><b>B. Classroom/school centered.</b> Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> | <p>Candidates in our program fully understand that the term “classroom management” covers a far more comprehensive area than “discipline” alone. They work to establish a positive learning environment, to build positive relationships with all students, to provide engaging curriculum, and to accommodate all students’ needs and strengths.</p> <p>Section 9 of the Pedagogy Assessment Instrument also covers this broad range of classroom management principles, and Professional Development Guidelines in the K-8 and Secondary Program Handbooks assign specific attention to several elements of management within each of the five sections.</p> <p>During their September Experience, classroom management is one of four main foci (see syllabus). Candidates sketch and analyze the rationale for the arrangement of the classroom; they explore reasons for placement of students in different classes; they report on ways that rules and procedures are established; they focus closely on students. During that course, candidates also record information from an interview with their master teachers concerning the teachers’ classroom management plan.</p> <p>In the K-8 program, during the fall and winter quarters, management is a major focus in BEDUC 425 (see syllabus), and several guest speakers (principals, program alums, practicing teachers) address this area. Candidates must submit a classroom management plan in March before student teaching in the spring. Each candidate’s final plan, one that outlines the plan for his/her own future classroom, a requirement for certification recommendation, is in the final portfolio.</p> <p>Another “lens” through which candidates view issues of management and discipline is the whole group lesson which is videotaped in the initial practicum during fall quarter and another in the spring student teaching quarter. To satisfy an assignment in BEDUC 425 (k-8 program), candidates are asked to compare and discuss these videotaped lessons as another mode of reflection on their own professional growth and their progress in facilitating student learning.</p> <p>In the K-8 program our course on special education (BEDUC 491), attention is given to emotional and behavioral disabilities and positive behavior supports.</p> <p>The Secondary Program also provides candidates with many opportunities to learn, plan, reflect on, and practice management strategies. Classroom management is introduced in 556 Adolescent Development and is addressed in all Curriculum, Instruction, and Assessment courses as well as during field placements. Cooperative learning strategies are introduced and included in lesson and curriculum planning. The IMAGINE camp focuses on building community and connecting with peers.</p> |

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|  | <p>Acknowledging this vital component to classroom management, our candidates learn to establish a classroom climate that demonstrates an understanding of democratic principles and functions as an effective learning community. They first encounter this through modeling by faculty in the first courses of the program. Toward this end, faculty of these courses utilize and model many community-building strategies while building cohesion and mutual respect within the cohorts. Coursework also targets these skills specifically, helping candidates to build strong communities within their own classrooms. During the September Experience, candidates explore the notion of culture--both within their own families and then within a classroom. The process of classroom rules is also examined in their school placements, and then applied to rules that they develop for their cohort. Interviews of master teachers concerning their management plans reveal their emphasis on communication for "preventive discipline," a notion that candidates incorporate into their own classroom management plans. Many courses require candidates to collaborate on inquiry projects, and many assignments ask them to analyze ways that their master teachers use effective communication. In the K-8 program, the Microteaching assignment in BEDUC 408 and peer review assignments are examples of these. Lesson plans developed by candidates in many courses show attention to the importance of effective communication in building students' active inquiry, collaboration, and supportive interactions. The "Management Issues" and "Modifications" sections of the lesson plan format provide candidates the opportunity to address these things.</p> |
| <p><b>C. Family/ Neighborhood centered.</b> Student learning is informed by collaboration with families and neighborhoods.</p> | <p>Candidates in our program understand the importance of working in a partnership with families to support their students, and they develop these connections in many ways.</p> <p>In the K-8 program, BEDUC 417 in particular focuses on "the relationships between schools, the families of children served by the schools, and the communities in which schools are located" (See syllabus.). Assignments in this course include researching family involvement in schools and developing newsletters for families effectively explaining policies or pedagogy. Students in BEDUC 405 attend and analyze parental involvement in school board meetings; and during the fall quarter they attend open houses, curriculum nights, and parent conferences.</p> <p>In both the K-8 and Secondary Teacher Certification Handbooks, a section of the Field Notebook is devoted to family communication, as candidates are asked to send home at least three communications during their internship.</p> <p>For the math and science KTA courses, candidates in the K-8 program develop Home Links designed to provide opportunities to engage their students and their families in math/science experiences. As expected, the course on special education, BEDUC 491, covers extensive collaboration with parents around the IEP.</p> <p>In both the K-8 and Secondary programs, Professional Development Guidelines for the internship (winter</p>  |



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|   | for secondary, spring for K-8) specify communicating with parents in a variety of ways, including newsletter, notes, phone calls, conferences, etc., and the Pedagogy Assessment Instrument assesses ways that candidates plan and establish effective interactions with families to support student learning and well-being.   |
| <b>D. Contextual community centered.</b> All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society. | <p>Faculty in our program provide a model of collaboration for our students. “Connections between the academic and field-based components of our [program have been strengthened by regularly scheduled meetings between faculty and field instructors, faculty participation at PEAB meetings, and by faculty and staff visits to cooperating schools and school district offices. Faculty members have also made concentrated efforts to connect coursework to the field by integrating assignments requiring observations, interviews, and service learning, inviting teachers and administrators to speak in their classes, and offering curricular support for field instructors and master teachers” (from Director’s Annual Report, 2004-5).</p> <p>One example of collaboration among school colleagues is the Supervisory Group Collaborative, initiated in 2005, which brings together faculty, staff, and field instructors to further our expertise in mentoring our interns.</p> <p>Other models in collaboration include the School-University Collaborative – a partnership between UWB and our partner schools, and the annual Mentoring Workshops – establishing a cadre of collaborative master teachers.</p> |

## 5.4

**What would be the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?**

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| <p><b>Description of Practice:</b><br/> <i>Teacher candidates demonstrate dispositions that enhance learning and professional development. They demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate and respectful verbal and written communication. They additionally increase knowledge of key concepts, tools of inquiry, effective interventions, and assessments for the subjects they teach; they also adjust instruction based on reflection in practice.</i></p> | <p>Best Practice research guides our faculty in their teaching and our candidates in theirs, and is embedded in our Conceptual Framework. Course assignments reflect this emphasis on providing the most effective models for our candidates, and they include research among their strategies for determining the effectiveness of their instruction. Candidates engage in inquiry and research for an analysis of student writing, for an exploration of partnerships with families, for ideas in environmental education, and for conditions conducive to children's learning.</p> <p>Some of the coursework for interns in our secondary program includes BEDUC 501: Inquiry in Education, in which they develop a research question and research study plan; complete a literature review supporting their topic, create an annotated bibliography, and write a final synthesis of the research process paper that includes a description of the methodology, data collection, analysis and presentation. Assignments for BEDUC 556 include a critical review of the text on adolescence, and in BEDUC 566, interns do a peer review of a classmate's executive summary of a report in this area.</p> <p>Our Conceptual Framework describes our commitment to Ethical Practice, which necessitates full understanding of school laws and policies in order for our candidates to act as public, not free, agents. In the K-8 Teacher Certification Program, one of the candidates' first courses includes a visit by a general counsel director from a local school district, who gives them a sense of teachers' legal rights and responsibilities.</p> <p>Additional coursework, especially in Health, Fitness, and Issues of Abuse and in Special Education, draw candidates' attention to this important area. BEDUC 491: Special Education provides an introduction to special education legislation such as The Individuals with Disabilities in Education Act of 1973 - Section 504, including implications for general elementary education teachers. The course on Knowing and Teaching Health, Fitness, and Issues of Abuse examines teachers' responsibility to identify and report abuse and to provide assistance to victimized children. In our Secondary Program, candidates in BEDUC 559 and 563 have extensive discussions on teachers' rights and responsibilities, child and substance abuse, and services for students with IEPs.</p> <p>In the K-8 program, our course on Health, Fitness, and Issues of Abuse (BEDUC 423) meets the Washington State requirements for addressing issues of abuse in teacher certification programs (see syllabus). Students "develop their understanding and skills related to abuse by learning: how to identify physical, emotional, sexual and substance abuse; how histories of abuse impact a student's learning and</p> |
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|   | <p>behavior; how to report abuse and provide assistance to victimized children; and how to teach abuse and its prevention." Activities include information from a Child Protective Services speaker, and assignments include student papers on a film series on types of abuse. (See Course Evidence Chart.)</p> <p>The Secondary Program requires candidates to participate in a ten-hour training on mandated reporting and substance and child abuse. The coursework takes place in BEDUC courses 559 and 563, and the training occurs in the summer as part of the 564 Field Placement.</p> <p>In the field, candidates maintain connections to professional resources, agencies, and school personnel who focus on this area in order to provide a safe learning environment for their students.</p> <p>Candidates are provided with a variety of avenues through which they become familiar with the responsibilities, structure, and the myriad activities of the profession of teaching. In the K-8 Teacher Certification Program, development of a group metaphor during their first course immerses them into the need to work collaboratively; school board meetings offer graphic lessons; they read and write case studies of teachers in different professional situations; and they even role play a junior prom.</p> <p>BEDUC 427, Becoming a Professional Educator, one of the initial courses for K-8 candidates, explores teacher as a member of a professional community and as a <i>learner</i>, teacher as agent of <i>social justice</i>, and the personal, social, and professional <i>responsibilities</i> of teaching. Assignments include a paper on the role of the professional educator in the politics of education, reflective journaling on course readings on professionalism, and e-mail listserv/Blackboard exchanges. (See Course Evidence Chart.)</p> <p>Since secondary candidates take classes together with practicing teachers, they encounter these ideas through direct interaction with teachers in their first classes: BEDUC 556, Adolescent Development and BEDUC 566, Education and Technology.</p> <p>In September, candidates in both the K-8 and Secondary programs witness some of these responsibilities and structures as they attend pre-service meetings prior to the start of the school year.</p> |
| Criteria - <i>Teacher candidates positively impact student learning that is:</i>                            |  |
| <b>A. Informed by professional responsibilities and policies.</b> All students benefit from a collegial and | <p>Our program includes an opportunity for candidates to obtain a professional certificate. During the Teacher Certification Program, candidates draft a Professional Growth Plan, which is the basis for their work in the sequence of Professional Certificate coursework. One alumna said, "The evidence factor of the Professional Certificate process, thus increasing student learning. The process took months, but I have gained years of knowledge to help student learning."</p>   |

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| <p>professional school setting.</p>   | <p>Candidates in our program learn decision-making on two levels. They engage in multiple group projects and thus experience the process. And they also reflect on the process and learn to apply this insight while developing strategies for their own students.</p> <p>In their first quarter, candidates in the K-8 program are assigned a group project which at first appears vague and therefore unsettling. As they work through their confusion and come to consensus on a metaphor for "social construction of knowledge," they learn these strategies of group decision making first hand, which they then articulate in a final paper. Similar experiences are encountered throughout the K-8 program, including the development of a field trip guide to a community resource, group presentations in the Arts, literature circles and journals, the use of Blackboard to develop group questions for the rest of the students, and immersion in Teacher blogs. A lively group discussion through the cohort listserv enables candidates to further develop personal strategies for effective decision-making, and they develop a wiki to be a collaborative tool for group projects.</p> <p>In the K-8 course, BEDUC 405, candidates also have the opportunity to observe decision-making strategies demonstrated by local school board, and they submit a reflective paper examining the effectiveness of these.</p> <p>In the Secondary Program, candidates use collaborative analysis and web discussion, and one course's final project is a course wiki developed by the candidates. In addition, teaching in the summer IMAGINE program provides another avenue for candidates to engage in collaborative planning and decision making. During the spring Interdisciplinary Curriculum, Instruction, and Assessment courses, candidates use wikis and google documents to co-plan with peers in their course and across courses.</p> <p>Finally, elements of the Pedagogical Assessment Instrument concerning participation in a learning community (7) and the democratic classroom practices (9E) assess candidates' strategies in this area.</p> |
| <p><b>B. Enhanced by a reflective, collaborative, professional growth-centered practice.</b> All students benefit from the professional growth of their teachers.</p> | <p>Reflection is constant throughout our program, as our unifying theme suggests. Candidates even joke about "the R word," which has turned up in graduation speeches as well as in most of the assignments they produce. There are numerous course and field assignments which ask candidates to look carefully at their teaching and to enumerate examples of its impact on student learning. (See Course Evidence Chart.) For instance, in the K-8 program, a position paper for 408 explores conditions conducive to children's learning and implications for teaching. One of the Learning Objectives of the K-8 program's Reflective Seminar (BEDUC 425) is to "identify and check personal beliefs, attitudes and perspectives that can affect curriculum and instructional practices."</p> <p>For K-8 candidates, a whole group lesson is videotaped in the initial practicum during fall quarter and another in the spring student teaching quarter. To satisfy an assignment in BEDUC 425, candidates are asked to compare and discuss these videotaped lessons as another mode of reflection on their own professional growth and their progress in facilitating student learning. Reflective journals are used in many</p>  |

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|  | <p>courses, as are analyses of their teaching field assignments. The final paper for BEDUC 427 (K-8 program) and for BEDUC 502 (Secondary program), among others, is another reflective essay.</p> <p>Finally, in both the K-8 and Secondary programs, each lesson plan has a space for reflective analysis of ways that the lesson effected student growth and learning. Portfolio entries show candidates' focus on ways that their teaching affects learning, and each candidate must successfully meet the PPA criterion which asks for students to "reflect on their performance in order to evaluate progress over time relative to learning targets" (10F).</p>   |
| <p><b>C. Informed by legal and ethical responsibilities.</b><br/>All students benefit from a safe and respectful learning environment.</p> | <p>Candidates in the K-8 and Secondary Teacher Certification Programs are mindful of their ethical and professional commitments to all students and their learning. A focus on Ethical Practice constitutes one of our five Conceptual Frameworks, and professional ethics are both taught and modeled throughout our program. We aim to prepare interns for the moral obligations of teaching, to ground their decisions in a broad discourse of professional policy, and to work with parents and community services to support the well-being of their students. Rights and responsibilities of teachers is integrated throughout the programs. Candidates receive training on abuse and mandated reporting, and legislation relevant to education (e.g., IDEA, NCLB, the Bilingual Education Act, state and professional standards) informs planning and instruction.</p> <p>Candidates read and become familiar with the NEA Code of Ethics, they have course readings on professionalism, and they encounter moral dilemmas both in hypothetical and actual situations throughout the program. Field Instructors/clinical faculty and Master Teachers/Cooperating Teachers regularly assess candidates' dispositions, and seminar discussions continually emphasize the importance of ethical decisions and behavior.</p> <p>In the K-8 and Secondary Teacher Certification Handbooks, considerable focus is placed on the Field Experience Basics section entitled "Intern Responsibilities," and in the section on "Roles and Responsibilities of Student Intern."</p> |